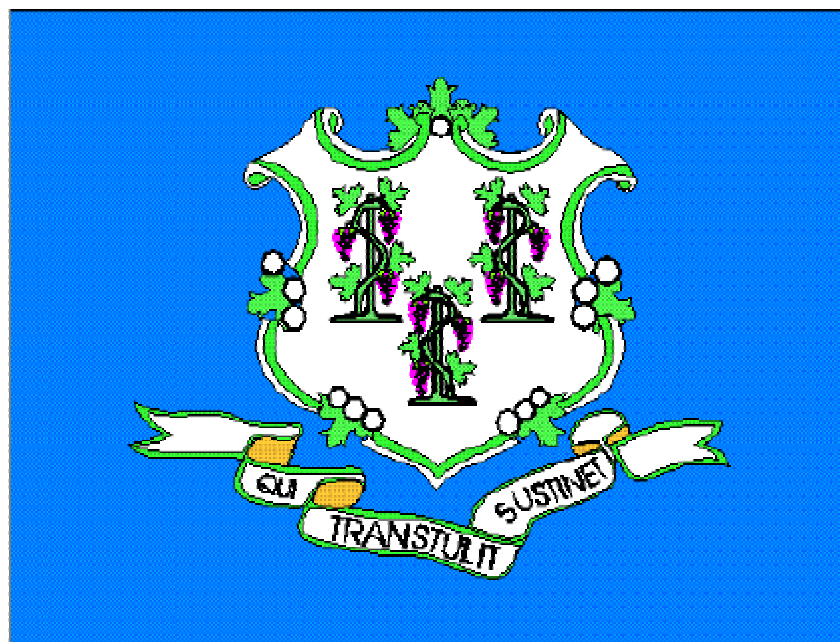


STANDARDS FOR SCHOOL LEADERS



STANDARDS FOR SCHOOL LEADERS

I The Educated Person

The school leader possesses an understanding of the educated person; and engages staff, parents, and the community in developing a common vision of the educated person and in identifying the implications of that vision for students and the school's programs.

II The Learning Process

The school leader possesses a current, research- and experience-based understanding of learning theory and human motivation, helps develop such understanding in teachers and parents, and uses that understanding to promote the continuous improvement of student learning (i.e. Common Core of Learning).

III The Teaching Process

The school leader possesses a knowledge of teaching which is grounded in research and experience, and uses that knowledge to foster teachers' reflection on the impact of their professional beliefs, values, and practices on student learning.

IV Diverse Perspectives

The school leader understands the role of education in a pluralistic society, and works with staff, parents and community to develop programs and instructional strategies that incorporate diverse perspectives.

V School Goals

The school leader actively engages members of the school community to establish goals that encompass the school's vision of the educated person and in developing procedures to monitor the achievement of those goals.

VI School Culture

The school leader utilizes multiple strategies to shape the school culture in a way that fosters collaboration among the staff and the involvement of parents, students, and the community in efforts to improve student learning.

VII Student Standards and Assessment

The school leader works with the school community to establish rigorous academic standards for all students and promotes the use of multiple assessment strategies to monitor student progress.

VIII School Improvement

The school leader works with staff to improve the quality of school programs by reviewing the impact of current practices on student learning, considering promising alternatives, and implementing program changes that are designed to improve learning for all students.

IX Professional Development

The school leader works with staff to plan and implement activities that promote the achievement of school goals, while encouraging and supporting staff as they assume responsibility for their professional development.

X Integration of Staff Evaluation, Professional Development, and School Improvement

The school leader works with staff to develop and implement an integrated set of school-based policies for staff selection, evaluation, professional development, and school improvement that results in improved teaching and learning for all students.

XI Organization, Resources, and School Policies

The school leader works with staff to review organization and resources, and develops and implements policies and procedures to improve program effectiveness, staff productivity, and learning for all students.

XII School-Community Relations

The school leader collaborates with staff to create and sustain a variety of opportunities for parent and community participation in the life of the school.

I. The Educated Person

The school leader possesses an understanding of the educated person; and engages staff, parents, and the community in developing a common vision of the educated person and in identifying the implications of that vision for students and the school's programs.

Knowledge and Skills

The school leader

- understands major social, historical, and technological developments, and their implications for the knowledge, skills, abilities, and dispositions needed by citizens in today's world.
- knows that the educated person needs to understand the relationships among the academic disciplines, and how the disciplines are applied to real-world settings.
- knows that the educated person is able to apply knowledge and understandings in new contexts to assess intellectual stances, make decisions, and solve problems.
- understands the need for the educated person to value diversity.

Dispositions

The school leader

- values the participation of members of the school community (staff and parents) in developing a common vision of the educated person and identifying the implications of that vision for students, staff, and the school's programs.
- is committed to examining multiple perspectives regarding what it is to be educated.
- is willing to examine all assumptions, beliefs, and practices regarding school programs.
- views cultural diversity as an asset and opportunity

Performances

The school leader

- develops a vision of the educated person; shares that vision with the school community; and works with parents, community members, staff, and students to create a shared vision of the educated person.
- works with staff, parents, and students to translate the school's vision of the educated person into school goals and student standards.
- works with parents and staff to identify the connection between the school's image of the educated person and a knowledge of contemporary learning theory.
- ensures that the school's vision of the educated person informs staff development and is incorporated into the criteria for evaluating teacher performance and school programs.
- demonstrates sensitivity to and respect for all cultural groups.
- models the school's image of the educated person and insists staff to do the same.

II. The Learning Process

The school leader possesses a current, research- and experience-based understanding of learning theory and human motivation, helps develop such understanding in teachers and parents, and uses that understanding to promote the continuous improvement of student learning.

Knowledge and Skills

The school leader

- understands how to transform research regarding learning into practices that are effective within the individual school context.
- understands that learners play a highly active role in developing (constructing) their own knowledge and meaning.
- realizes that knowledge results from student interactions with others, and that student understandings are influenced by the understandings of others.
- understands that the motivation to learn arises from one's internalized goals, needs, and aspirations.
- understands the considerable variation among learners both in their cognitive processing and in the time they require to achieve identified outcomes.
- understands that intelligence is not a single construct and that students will often possess strengths in specific areas of human activity and will learn in those areas more readily than in others.

Dispositions

The school leader

- believes that all students can attain high levels of achievement.
- respects the unique qualities of each learner, and is committed to helping each of them develop self-confidence and competence.
- is committed to using students' strengths and failures as a basis for growth and as opportunities for learning.

Performances

The school leader

- stays current with research and theory regarding learning and motivation.
- works with teachers to create a variety of formal and informal opportunities for teachers to further develop their understanding of the learning process and to examine the implications of the learning process for teaching.
- ensures that students are provided with opportunities for active engagement and testing of ideas.
- encourages students to assume responsibility for their learning.
- works with teachers to assess individual and group performance in order to design instruction that meets learners' current needs and that leads to higher levels of development.

III. The Teaching Process

The school leader possesses a knowledge of teaching which is grounded in research and experience, and uses that knowledge to foster teachers' reflection on the impact of their professional beliefs, expectations, and practices on student learning.

Knowledge and Skills

The school leader

- understands how learning occurs - how people process information, acquire skills, and develop thoughtful, inquiring minds - and the implications of the learning process for effective teaching.
- understands human growth and development and its implications for instruction.
- understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group instruction, independent study, interdisciplinary learning).
- understands adult learning and motivation theory (the role of needs, aspirations, and goals in stimulating action) and the implications of this theory for promoting teacher reflection and growth.
- is familiar with research on teaching.

Dispositions

The school leader

- values critical thinking and self-directed learning.
- is committed to providing opportunities (e.g., time) for ongoing teacher reflection.
- is committed to the continuous development of individual teacher abilities.

Performances

The school leader

- uses appropriate strategies to promote the continuous development of individual teacher abilities.
- works with staff to design professional development activities that improve teaching and learning.
- actively involves staff in the exploration of effective instructional strategies.
- uses the evaluation process to promote teacher reflection and growth.
- establishes a climate of collegiality and cooperation where staff accept collective responsibility for improved teaching and learning.
- works with teachers to implement a variety of formal and informal assessment techniques to enhance teachers' knowledge of learners, evaluate student progress and performance, and modify teaching and learning strategies.

IV. Diverse Perspectives

The school leader understands the role of education in a pluralistic society, and works with staff, parents, and community to develop programs and instructional strategies that incorporate diverse perspectives.

Knowledge and Skills

The school leader

- understands diversity to include diversity to include special needs (physical, cognitive, social and emotional), linguistic, cultural, gender, generational and socioeconomic status, and its impact on learners.
- understands the various cultural, ethnic, gender, linguistic, political, and generational perspectives of members of the school, community, state, and nation.
- understands current social, cultural, and economic issues in society.
- understands and anticipates issues of diversity and their impact upon the design of curriculum and strategies for instruction.
- understands and anticipates the effects of curricular and instructional decisions for the various members of the school community.
- understands the social and cultural backgrounds of linguistic minorities and the programmatic needs of these students.

Dispositions

The school leader

- values cultural diversity within the school and community as an asset to the instructional program.
- is committed to the belief that all children can learn and has high expectations for their achievement.
- is committed to considering diverse perspectives as part of the decision-making processes.

Performances

The school leader

- provides professional development experiences that help staff understand diverse cultures in our world, community, and school.
- involves the staff in developing activities and curricula representative of diverse cultural groups.
- works with staff to incorporate multiple perspectives into the school curricula.
- involves the staff in creating, implementing, and assessing relevant programs for diverse groups.
- works with staff, students, parents, and the community to provide experiences that promote sensitivity toward diverse perspectives.
- works with staff to ensure that all groups of students achieve at high levels.

V. School Goals

The school leader actively engages members of the school community to establish goals that encompass the school's vision of the educated person and develops procedures to monitor the achievement of those goals.

Knowledge and Skills

The school leader

- possesses a vision of the future state of the school.
- understands the implications of the school's vision of the educated person for the development of school goals.
- knows how to write school goals that identify the discrepancy between desired outcomes and what is currently being accomplished.
- understands how change occurs in organizations, and how to plan for the implementation of change.
- understands how to identify and analyze multiple sources of data to determine progress toward school goals and to inform staff of actions that are needed to enhance goal attainment.

Dispositions

The school leader

- values school community agreement regarding school goals while allowing for disagreement.
- believes that goals need to be valued in order for substantive change to be sustained.
- is committed to using formal and informal assessment strategies to monitor progress toward school goals.

Performances

The school leader

- engages members of the school community in establishing goals that support the school's vision of the educated person.
- actively involves the school community in the exploration of instructional and programmatic alternatives that have the potential to enhance goal attainment.
- employs multiple strategies to promote individual commitment to school goals.
- employs multiple assessment strategies to monitor progress toward school goals.
- incorporates school goals into teacher appraisal objectives.
- incorporates school goals in the planning of professional development activities.

VI. School Culture

The school leader utilizes multiple strategies to shape the school culture in a way that fosters collaboration among the staff and the involvement of parents, students, and the community in efforts to improve student learning.

Knowledge and Skills

The school leader

- understands the value of a vision of the educated person and clear school goals for shaping a school culture that is focused on student learning.
- understands the need to engage members of all constituent groups in the pursuit of school goals.
- possesses current understandings of learning theory and teaching.
- possesses multiple strategies to influence school culture, including goal clarification, reduction of teacher isolation, staff development, and the sharing of power and responsibility.

Dispositions

The school leader

- believes that school culture has an impact on learning.
- values norms of collaboration and collegiality in the pursuit of school goals.
- values the participation and collaboration of members of the school community to establish a climate of reflection and learning and to improve the overall learning environment for students.

Performances

The school leader

- uses current understandings of teaching and learning as a basis for establishing an ongoing dialogue regarding the school mission and goals.
- engages members of groups representative of different interests in the school to promote school goals and establish a common, underlying school purpose.
- works with school constituents to enhance aspects of the school culture that promote student learning.
- helps the staff develop shared values that create a positive school climate of openness, mutual respect, support, and inquiry.

VII. Student Standards and Assessment

The school leader works with the school community to establish rigorous academic standards for all students and promotes the use of multiple assessment strategies to monitor student progress.

Knowledge and Skills

The school leader

- is familiar with contemporary curriculum frameworks and current national and state discussions about standards for student learning.
- understands curriculum design models, including how to plan and implement a framework for instruction and how to align curriculum with anticipated outcomes.
- understands the implications of the school's vision of the educated person for the identification of academic standards for students.
- knows how to involve staff and community in the identification and development of standards for student learning.
- understands that ongoing assessment is essential to the instructional process.
- understands the attributes and applications of sound student assessment and possesses multiple strategies to monitor student progress.

Dispositions

The school leader

- believes that all children can learn intellectually demanding curriculum.
- is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.
- believes that setting intellectually demanding standards is critical to improving the learning of all students.
- is committed to using student learning as the basis for evaluating school success.

Performances

The school leader

- With the school community, develops rigorous academic standards for student performance.
- works with teachers to assess student individual and group performance.
- works with staff to implement multiple assessment strategies to monitor individual and group progress.
- promotes practices and programs that contribute to the achievement of academic standards by all students.
- ensures that all students make continuous progress toward academic standards.

VIII. School Improvement

The school leader works with staff to improve the quality of school programs by reviewing the impact of current practices on student learning, considering promising alternatives, and implementing program changes that are designed to improve learning for all students.

Knowledge and Skills

The school leader

- understands how learning occurs — how people process information, acquire skills, and develop thoughtful, inquiring minds — and knows how to use instructional strategies that promote student learning.
- understands the major concepts, forces, and issues in program development, including the ways in which social, historical, and technological developments affect curriculum and instruction.
- understands major curriculum trends in multiple subject areas, the reasons they have occurred, and the consequences for student learning.
- understands the attributes and applications of sound student assessment and how all the assessments within a school fit together to inform school program effectiveness and student performance in regards to valued learning outcomes.
- understands that ongoing assessment is essential to improving the instructional process and applies many different assessment strategies for that purpose.
- is familiar with current research on school improvement.

Dispositions

The school leader

- believes that all children can learn at high levels.
- believes that there are no “sacred cows,” and is willing to examine all assumptions, beliefs, and practices regarding school programs.
- is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.
- values the participation and collaboration of members of the school community (professionals and parents) for the purpose of establishing a climate of reflection and learning for students.
- believes that students learn best when tracking is minimized.

Performances

The school leader

- ensures that all students make continuous progress toward academic standards.
- ensures that all groups of students, regardless of ethnicity or gender, achieve at high levels.
- works with staff to develop programs and incorporate practices that help all children reach high achievement standards.
- actively involves staff in the exploration of promising instructional and programmatic alternatives.
- works with staff to design policies that contribute to the use of sound assessments at all levels, and use assessment results for student, teacher, program, and building-level improvement.
- uses student outcomes to inform decisions regarding the quality of programs for students and the appropriateness of professional development for staff.
- uses a wide range of sources of information as the basis for evaluating school improvement (e.g., parent/teacher involvement, attendance, classroom observations).
- works with staff to establish a school culture that values and promotes individual and collective reflection and learning.

IX. Professional Development

The school leader works with staff to plan and implement activities that promote the achievement of school goals, while encouraging and supporting staff as they assume responsibility for their professional development.

Knowledge and Skills

The school leader

- is knowledgeable about pedagogy and current issues in multiple curricular areas.
- is aware of a broad range of sources for professional development.
- understands linkages and connections between and among events occurring in and outside of the school environment that enhance the learning process for teachers and students.
- understands the need to create faculty ownership of school goals and to develop trust and self-esteem among staff.
- understands adult learning and motivation theory.

Dispositions

The school leader

- is committed to supporting the ongoing professional development of the school staff.
- values staff members as expert sources of information and provides opportunities for faculty to learn from each other.
- recognizes the value of staff participation, collaboration, and commitment to the development and attainment of school goals.

Performances

The school leader

- works with staff to create a plan for professional development activities that promotes staff growth and the achievement of school goals.
- encourages staff to take responsibility for their own growth.
- creates ongoing opportunities for staff to engage in discussion about teaching practice and school goals.
- provides a variety of opportunities for staff development.
- uses student learning as the basis for evaluating the success of the professional development program.

X. Integration of Staff Evaluation, Professional Development, and School Improvement

The school leader works with staff to develop and implement an integrated set of school-based policies for staff selection, evaluation, professional development, and school improvement that result in improved teaching and learning for all students.

Knowledge and Skills

The school leader

- understands the interrelationships among staff selection, staff evaluation, professional development, and school improvement.
- understands how staff selection, teacher evaluation, professional development, and school improvement can support learning for students.
- understands the need to create faculty ownership of school goals and to develop trust and self-esteem among staff.

Dispositions

The school leader

- is committed to high levels of achievement for all children.
- believes that the quality of teaching and learning can be influenced by attending to staff selection, teacher evaluation, professional development, and school improvement.
- recognizes and trusts the professional expertise of staff.

Performances

The school leader

- works with staff to improve teaching and learning for all students by linking staff selection, teacher evaluation, professional development, and school improvement to student standards and school goals.
- ties teacher evaluation objectives to school improvement needs, and supports school improvement and teacher development needs with appropriate professional development activities.
- provides ongoing opportunities for staff to reflect on their roles and practices in light of student standards and school goals.
- promotes and reinforces a culture of staff collaboration and collegiality by sharing decision-making authority and delegating responsibility as staff pursue improved teaching and learning for all students.
- holds teachers accountable for performance that supports the achievement of student academic standards.

XI. Organization, Resources, and School Policies

The school leader works with staff to review the school organization and resources, and develops and implements policies and procedures to improve program effectiveness, staff productivity, and learning for all students.

Knowledge and Skills

The school leader

- understands how the school organizational structure and resource allocation affect student learning and staff productivity.
- understands the policy process as having both official (formal policies) and unofficial (“hidden policies”) dimensions.
- understands how district, state, and federal policies and regulations are translated into school policies that are responsive to the local context.
- understands that district organization and resources of the superintendent’s office are important means of improving the teaching and learning process.
- can anticipate how policy options affect dimensions of quality, equity, and efficiency.
- is aware of the needs and characteristics of the various student subgroups, and understands how organizational structures, resource allocations, policies, and procedures effect each.
- understands the change process in the context of developing new organizational and resource configurations, policies, and procedures.
- knows state and federal laws and regulations related to education.

Dispositions

The school leader

- believes all students can learn and accepts the responsibility for ensuring each student is provided with challenging learning opportunities.
- understands and is committed to developing organizational structures and allocating resources in a manner that improves student learning and staff productivity.
- is committed to developing policies and procedures that ensure that all students progress toward the school’s goals.
- believes that differences in achievement between subgroups of students are due to differences in opportunities to learn, and not to ability differences between groups.
- believes that resources are for all the students in the school.

Performances

The school leader

- engages the school community in developing organizational structures, resource allocation, policies, and procedures that promote the achievement of all subgroups of students.
- shapes policies inherited from larger systems to maximize the attainment of school goals.
- engages in strategic planning to revise organizational structures and resource allocation to promote the attainment of school improvement goals.
- seeks the input of staff, parents, and community members in determining appropriate organizational structures and resource allocation.
- articulates the value premises and ethical principles that guide decisions in the policy arena.
- works to influence district, state, and federal policy.
- works within the parameters of regulatory requirements, district policies, and contractual obligations to promote the achievement of all students.

XII. School-Community Relations

The school leader collaborates with staff to create and sustain a variety of opportunities for parent and community participation in the life of the school.

Knowledge and Skills

The school leader

- understands that the role and interests of school and parents in the education of children can be both complementary and conflicting.
- is aware of various levels of parental and community participation in the school.
- understands the need and the means for building community support for the school.
- understands the power relationships within the school community.

Dispositions

The school leader

- believes that parent and community participation is critical to a healthy school culture.
- values the important and complementary contributions of staff and parents in the life of the school.
- believes that opportunities for learning the school curricula are not limited to experiences inside the school walls.

Performances

The school leader

- works with staff and community to create and sustain a variety of opportunities for parent and community participation in the school.
- applies problem solving and mediation skills to sustain parental and community participation in the life of the school.
- accesses community resources for the benefit of the students.
- works with staff to develop means for parents to support students' learning.
- involves the community in evaluating the success of the school.